

***U.S. Department of Education***  
***2009 No Child Left Behind - Blue Ribbon Schools Program***

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Type of School: (Check all that apply) ☐ Elementary ☐ Middle ☐ High ☐ K-12 ☒ (PreK - 8)  
☐ Charter ☐ Title I ☐ Magnet ☐ Choice

Name of Principal: Sister John Paul Myers

Official School Name: Our Lady of Mount Carmel School

School Mailing Address:  
52 Harpersville Road  
Newport News, VA 23601-2395

County: N/A State School Code Number\*: N/A

Telephone: (757) 596-2754 Fax: (757) 596-1570

Web site/URL: olmc-school.com E-mail: henalbert@aol.com

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\*: Ms. Francine Conway

District Name: Diocese of Richmond Tel: (804) 359-5661

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson: N/A N/A

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

**All data are the most recent year available.**

**DISTRICT** (Questions 1-2 not applicable to private schools)

Does not apply to private schools

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☒ Urban or large central city
- ☐ Suburban school with characteristics typical of an urban area
- ☐ Suburban
- ☐ Small city or town in a rural area
- ☐ Rural

4. 2 Number of years the principal has been in her/his position at this school.

3 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	7	5	12	7	36	27	63
K	22	9	31	8	23	27	50
1	30	22	52	9			0
2	22	25	47	10			0
3	25	26	51	11			0
4	27	15	42	12			0
5	21	31	52	Other			0
6	33	30	63				
TOTAL STUDENTS IN THE APPLYING SCHOOL							463

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
6 % Asian  
2 % Black or African American  
3 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
81 % White  
8 % Two or more races  
100 % **Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 5 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	9
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	19
(3)	Total of all transferred students [sum of rows (1) and (2)].	28
(4)	Total number of students in the school as of October 1.	522
(5)	Total transferred students in row (3) divided by total students in row (4).	0.054
(6)	Amount in row (5) multiplied by 100.	5.364

8. Limited English proficient students in the school: 1 %

Total number limited English proficient 3

Number of languages represented: 2

Specify languages:

Korean

Spanish

9. Students eligible for free/reduced-priced meals: 9 %

Total number students who qualify: 41

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

We estimated the number of low income students by using the number of students who qualified for financial aid through the FACTS Grant and Aid Program. This company uses the same qualification formula that the federal government uses for eligibility for FAFSA college financial aid.

10. Students receiving special education services: 4 %

Total Number of Students Served: 19

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>6</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>3</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>5</u> Speech or Language Impairment
<u>2</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>1</u>
Classroom teachers	<u>25</u>	<u>1</u>
Special resource teachers/specialists	<u>5</u>	<u>4</u>
Paraprofessionals	<u>5</u>	<u>0</u>
Support staff	<u>10</u>	<u>0</u>
Total number	<u>47</u>	<u>6</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 19 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	96%	96%	95%	97%	97%
Daily teacher attendance	97%	95%	97%	97%	97%
Teacher turnover rate	19%	16%	23%	19%	3%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

Teacher Turnover:

For 2007-2008: Two no longer work, two went to public school, two moved from area

For 2006 - 2007: One medical retiree, two went to public school, two moved from area

For 2005-2006: three not offered contract, one retired, one moved, three to public school

For 2004 - 2005: One retired, three moved, two not offered contract

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
<b>Total</b>	<b>100</b>	<b>%</b>

## PART III - SUMMARY

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Our Lady of Mount Carmel School opened in 1954 under the direction of the Carmelite Fathers, who had earlier established Our Lady of Mount Carmel Parish. The Dominican Sisters of Saint Cecilia Congregation were asked to operate the school which they continue to do to this day. The school remained under the auspices of the Carmelite Order until 1990 when it was transferred to the Diocese of Richmond. While most of the students at OLMC are members of the Parish there are seven other parishes which are represented in the student body as well as students of other faiths.

For more than fifty years Our Lady of Mount Carmel School has adhered to the mission of uniting "with family and community to provide a Christ-centered and educationally stimulating environment, where students recognize their God-given gifts and achieve their highest potential." As visible proof, Our Lady of Mount Carmel School is the first school in the Diocese of Richmond to undergo and be awarded SACS/VCEA recognition with an exemplary rating.

A Christ-centered environment enhances the total experience of each student entrusted to Our Lady of Mount Carmel School. Students learn the value of service to others through activities such as the student-founded and operated "Fund-A-Friend" which raises money for the Children's Hospital of the King's Daughters, collecting, packaging, and delivery of items for Hurricane Katrina victims, collections for Iraqi school children, sponsorship of a student in India, service projects at the Poor Clares Monastery, Operation Smile, and collections for an orphanage in Ecuador. The school also offers an after school program in cooperation with the Peninsula YMCA.

The curriculum is guided by the Consensus Curriculum of the Diocese of Richmond but is not restricted by it. The environment is stimulated through activities requiring higher-order thinking skills, based on Bloom's Taxonomy. Teachers plan and implement differentiated activities that focus on varied student learning styles and involve students to become active learners. Teachers collaborate in cross-curricular learning activities such as Civics and Language Arts where Eighth Graders compare and contrast the novel To Kill a Mockingbird, with the real story of the Scottsboro Boys. Our Lady of Mount Carmel conducts one of the most comprehensive Resource programs in the Diocese of Richmond. Foreign language instruction is an integral part of OLMC. Eighth Grade students may take Spanish or German for high school credit. Spanish is also taught from Kindergarten through Grade Seven on a weekly basis.

OLMC offers a variety of experiences that include school newspaper, Math Club, Chess Club, Earth Club, middle school league sports, Drama Club, safety patrol, yearbook, student government, altar servers, ushers, sacristans, Eighth Grade Coffee House, band, National Junior Honor Society, and the Pope's Prayer Club. There are field trips, speakers, and assemblies, such as presentations by authors of childrens' books and by the Virginia Opera, which add to student experiences.

Our Lady of Mount Carmel has a tremendously active Home and School Committee which conducts a Fall Fest and a Spring Auction. The Tuesday Moms group assists teachers with copying and organizing materials for future instruction. Parents assist with the Christmas Craft Fair (Scholarship Fund) and operate the Italian Dinner (benefiting the Eighth Grade) in January. Parents contribute a minimum of 20 hours per family in volunteer service to the school and also serve on the School Board.

The primary goal of this Catholic school is to bring Christ to the community. This year the school emphasizes a particular virtue each month through a special focus called "Journey with Saint Paul". The school's vision and mission guide all aspects of the Christ-centered experience found at Our Lady of Mount Carmel School.





## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

Our Lady of Mount Carmel School administers the Terra Nova Achievement Test each Spring to all students in Grades One through Seven and will expand to include Grade Eight students this Spring. The Terra Nova test measures individual achievement as well as school achievement in areas including reading, mathematics, science, language, and social studies. Skills measured by the mathematics component include reasoning and computation while the reading component measures skills such as comprehension, vocabulary, and language expression. Included in information provided by the publisher, CTB/McGraw Hill, is an Individual Profile Report to determine those strengths which need to be fostered and weaknesses which must be addressed. This focused analysis yields the Terra Nova Learning Plan which guides instruction for the year following each particular test. These test results are used as a factor in determining readiness of Seventh Graders for Pre-Algebra and of Eighth Graders for Algebra I. The Home Report informs parents of their child's achievement in a format intended to make understanding the results easier.

An examination of the results from the Terra Nova tests during the 2004 - 2008 period reveals several interesting facts. For this five year period the reading test results have been rather consistent both laterally and longitudinally. For the 2004 reading test the scores across the range of Grades One through Seven varied only three percentile points. For the 2008 reading test the range was only seven points. Similar results are found in years 2005 - 2007. Additional efforts to strengthen instruction/learning were begun this year as a result of the analysis of 2008 scores. An increased emphasis on written language has been instituted with established goals for different genres. This evolved from the work of the Director of Resource and Professional Development (DRPD) who scrutinized results to pinpoint any particular areas of weakness.

When following a particular group through the five year period a similar consistency is noted. First Graders in 2004 scored in the 79th percentile while the same group in 2008 scored in the 81st percentile. For Second Graders in 2004 there was only a change of one percentile in the five year period. This consistency at a high level is, in part, the result of successful analysis of the Terra Nova results each year. The scores on the Terra Nova Achievement Test confirm that Our Lady of Mount Carmel School ranks among the top ten percent of schools nationwide in the areas of mathematics and reading.

In math there has generally been the greatest increase in achievement results over the last two years. Much of the credit for this has been given to a school wide institution of the Saxon program. The Saxon Math Series has been used in Grades Five through Eight for several years and was implemented by the lower grades two years ago. The math results on the Terra Nova have been relatively consistent over the five year period in question with all scores for all years above the expected achievement level.

The Terra Nova Test is but one component which leads to a successful learning experience for students. Students accept challenges to do their best, teachers plan the experiences and inculcate skills for success, administrators provide encouragement and support, and parents offer guidance, stability, and support to students.

Students just entering school are administered the Brigance K and 1 Screening Test to assess strengths and weaknesses. During the Spring of the Kindergarten year students are assessed by using the Metropolitan Reading Readiness Test.

## **2. Using Assessment Results:**

OLMC recognizes the importance of analyzing available data in order to improve the delivery of instruction and to increase the opportunities for optimal success for the student.

Each Spring the faculty evaluates Terra Nova results in order to identify areas of strength and weakness. Each grade level is required to create a learning plan based on Terra Nova scores and ACRE (assessment of religious education) results for the students whom they will be teaching in the next school year. This learning plan identifies and addresses areas of strength and need. Teachers identify, describe, and implement specific teaching strategies to address each area of strength and need. Professional goals may be set to reflect the learning plans. The administration ensures implementation of the Terra Nova Learning Plan through weekly checks of the teacher's lesson plans.

The assessment data may confirm or reveal weaknesses of particular students which in turn may lead to accommodations in the classroom, such as grouping, to differentiate instruction. Likewise the results are used, in part, to determine whether a student should be included in Title I, Resource, Johns Hopkins program, the Pre-Algebra program in Grade Seven as opposed to Math 7, and whether a student in Eighth Grade should be included in the Algebra I program or take Pre-Algebra.

Total school Terra Nova scores are analyzed annually to determine areas of instructional need. The DRPD uses this analysis to plan professional development opportunities such as in-service programs, contracted presenters, video lessons, and Principal - devised faculty improvement plans.

One result of analyzing data has been the replacement of the math program to Saxon Math in the primary grades. The upper elementary/middle school level has had commendable results with this program while the primary results have shown continuous growth. As a result of the change, it is expected that Terra Nova elementary results will ultimately mirror the admirable results of the upper grades.

## **3. Communicating Assessment Results:**

Informing the school community, as well as the community at large, is an important function of any school. The quality and value of the education at Our Lady of Mount Carmel School must be a public pronouncement of what we do and how well we do it.

OLMC uses a trimester system of reporting. Three times a year parents receive a report card for their child. At the mid-point of each trimester an interim report is also sent home. Teachers maintain frequent contact with parents to inform them of their child's progress through telephone calls, notes, computer-generated progress reports, and teacher or parent initiated conferences. At the end of the first interim period there is a day set aside for parent conferences where parents can meet with teachers individually or as a group. In Grades One through Five student work is sent home on Wednesdays while in the middle school work goes home as it is returned to the student. Terra Nova results for each student are sent home at the end of the school year. Included in the parent report is information which helps parents to interpret the results.

Student achievement is recognized at the end of each trimester. In a school assembly students are announced for the Academic/Effort Honor Roll and may be recognized for their great effort if they have a "C" average or higher. Students who make all "A"s are recognized on a bulletin board in the main hallway. One factor for the selection of Seventh and Eighth Graders for inclusion in the National Junior Honor Society is attaining and maintaining an average of at least 92. Students also may be recipients of the Presidential Award for Academic Excellence or recognition from the Johns Hopkins University Center for Talented Youth. Those who have done kindnesses beyond the ordinary expectation are recognized on school bulletin boards. Students are acknowledged at the end of the year for achievement on the President's Physical Fitness Awards program.

#### **4. Sharing Success:**

The success which OLMC has enjoyed is conveyed in a variety of ways. The Principal collaborates with other diocesan Principals and with the administration of the neighboring Catholic High School. The Vice-Principal serves on a Diocesan committee for upcoming revision of the social studies curriculum and a teacher served on the Diocesan committee to revise the math curriculum. Teachers participate in sharing sessions at the annual Diocesan conference and have served on Design for Excellence committees. Periodically OLMC hosts conferences and workshops. The previous Principal served on a committee to revise the SACS process for Catholic schools in the Diocese.

The school website provides up-to-date information to the school community and the public at large. Monthly newsletters are emailed to school families and are available on the website. School activities are reported in the local newspaper as appropriate. Teachers host an informational booth each year at a local school to share information about OLMC.

There are several Open House activities held throughout the year. One of these is in January during Catholic Schools Week. The week also includes an Italian dinner to which the community is invited. During this week students write letters thanking the Parish for supporting the school and attend weekend Masses in their uniforms. In the Fall at the Endowment Dinner students publicly attest the value of a Catholic education.

If OLMC were to be selected as a Blue Ribbon School every effort would be made to share our success. Press releases and announcements on the website would be used to share the outstanding news of recognition. School correspondence would carry a letterhead proudly denoting OLMC as a Blue Ribbon School. The Diocese of Richmond website includes a list of diocesan Blue Ribbon schools and OLMC would take its place on this fine list. Finally, the flag signifying OLMC as a Blue Ribbon School would fly daily in front of the school to tell all how proud this school is to be so recognized.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

Our Lady of Mount Carmel School follows the Consensus Curriculum of the Diocese of Richmond in ensuring that students are challenged and provided an opportunity for a Christ-centered education which will prepare them for whatever future educational endeavors they may pursue.

The Mathematics program progresses from the concrete to the abstract. It is based upon the Saxon Math Series at all grade levels. Once students have entered Middle School they may take Pre-Algebra or Math 7 in Grade Seven. Students in Eighth Grade may take Pre-Algebra or Algebra I.

Social studies involves the integration of the Church's social teachings to assist students in making the connection between what has occurred in past time and present life. From neighborhoods and community to the focus on the U.S. Constitution and economy, the social studies program encompasses the breadth of who we are in this country and how the past influences who we are today.

The science program uses hands-on activities and critical examination at all levels to bring into focus for students the wonders of the world in which they live. The outdoor classroom, science fairs, use of ELMO, a digital visual presenter, and a sixth grade project on lady bugs whose results will be used in a national study, are only some of the components of a lively, thought-provoking course of study.

The Reading/Language Arts program seeks to enable students to become successful readers focusing on a broad range of skills including comprehension and critical evaluation of what is read using best practice strategies. It further seeks to enable students to become conversant in their writing as well as oral presentations. The summer reading requirement emphasizes the importance of reading as a lifetime quest for enjoyment and enlightenment.

The religious program is found in all aspects of school life. While there is formal instruction in the history and teachings of the Church, there are also to be found at OLMC prayer to begin and end the day and to begin each class, student involvement as servers and sacristans in weekly Mass, and numerous activities of service to the community and to each other.

Spanish is taught from Kindergarten through Eighth Grade. In Eighth Grade Spanish and German are taught for high school credit. German is also taught in the Seventh Grade. These programs meet the requirements of the NCLB-BRS program. Sixty five percent of Eighth Graders and twenty-one percent of Seventh Graders take either German or Spanish.

Weekly computer classes are held for students so that they may develop computer literacy and application skills. The classroom curriculum is integrated appropriately at all levels. In the middle school there are required activities combining segments of the curriculum with the use of computers.

Music is taught weekly for Pre-Kindergarten through Grade Six. Concepts such as melody, rhythm, and vocal and instrumental tone are taught. Songs and instrumental pieces, movement activities, instrument instruction, are means to develop these concepts and skills. Beginning and intermediate band are also taught for Grades Five through Eight.

Art encourages student creativity through the use of a variety of methods and mediums. Student work is displayed in school and has been incorporated into a local bank calendar. The new art room will facilitate the expanding of art activities.

Physical Education is an integral part of the curriculum. All students participate in physical activities weekly. These emphasize the relationship fitness of the body shares with the development of the mind. Individual and group activities are part of the program.

Research skills learned in the classroom are reinforced and integrated by the media specialist who instructs students in how to utilize those skills in an informational setting. In the library students also learn to explore the richness of the written word in genres such as fantasy, history, and adventure books.

#### **2a. (Elementary Schools) Reading:**

The importance of reading for school and life success is well-recognized by the teachers and administrators of OLMC. It is also a basic tenet that reading is not just a separate subject area but that it is integral to all curricular areas.

Reading is taught with the integration of phonics, writing, spelling, and language. The Kindergarten program uses the Letterbook series which is strongly phonics-based. Beginning in First Grade the Harcourt Brace Reading Program, also a phonics-based reading program, was chosen in order to develop the whole student. It presents opportunities for the student to participate in reading, listening, and writing activities. Students improve reading skills through phonemic awareness and language development, as well as reading comprehension. Students gain confidence with each new skill while becoming better readers. A language approach is used in which students write in order to better help them to read and read in order to help them improve written expression.

Reading strategies are implemented in other curricular areas such as social studies and science where non-fiction reading strategies are implemented. Pre-reading activities such as anticipation guides, quick writes, vocabulary checks, and brainstorming are some of these strategies.

Students in Middle School have a mandatory summer reading requirement. Once school has begun in the Fall, each student demonstrates an understanding of what they have read by comparing the readings in such higher order thinking as analysis of plot, setting, and theme. Students in Grades Seven and Eight must write a formal research paper using the MLA format. As an example of the higher level skills expected of Eighth Grade students in the reading program, the mid term exam is an analytical essay of *The Pearl* documenting examples of light/dark imagery to explain how the theme is portrayed.

The DRPD provides support for identified students as does a Title I program teacher. Formal, individualized diagnostic testing is administered to develop a tailored educational plan.

#### **2b. (Secondary Schools) English:**

#### **3. Additional Curriculum Area:**

At Our Lady of Mount Carmel School the science program challenges the naturally inquisitive nature of our students by providing a variety of experiences. These experiences revolve around laboratory-based activities and include models, manipulatives, DVDs, and PBS videos, exploring through the microscope lens, and investigations/experiments.

One unique component of the science program is the outdoor classroom. Students plant flowers and vegetables in the garden area and use the produce for cooking demonstrations. In the Fall they plant clover and till it into the soil in the Spring to enrich the soil. Students grow and release butterflies in the garden and maintain the continuous flow water fountain.

The Sixth Grade has been participating in the Lost Ladybug Project through Cornell University. This project is classifying the distribution of the ladybug population in the U.S. Students work with Kindergarten students to collect ladybugs and classify them for the project.

Life Science students dissect frogs and large worms and extract DNA from peas. ELMO, a digital visual presenter, permits the teacher to model technique so students can compare vertebrate and invertebrate anatomy through dissection of preserved organisms.

In physical science students design and construct a compound machine which has to move a 500g load a distance of 5 cm, carry out chemical reactions and classify them by type, and design and build a device to convert between chemical energy, electrical energy, and mechanical energy.

The Kindergarten children learn the life cycle of the apple, hatch chicks as a Spring project, "play" with the properties of dry ice, and pull an egg into a bottle by creating a vacuum and propelling it out with a reaction. Second Graders review for science online and have access to power point science presentations on the school website.

There are numerous nature centers and museums in the area to which students take field trips. Scientists who have visited include a local weatherman, a geologist, and NASA specialists, including one who restored and preserved the Declaration of Independence.

#### **4. Instructional Methods:**

Utilizing best practices as well as vertical and horizontal alignment of skills, OLMC adapts instructional methods based on student needs. Teachers differentiate their instruction using kinesthetic, visual, and auditory teaching to meet the needs of diverse learners. This is done in a variety of ways, including small group and one-on-one instruction. For example, Middle School students choose to read from a selection of books over the Summer and are evaluated on chosen differentiated activities. In literature students have the opportunity to choose books of different reading levels and produce projects tailored toward their particular talent - writing, drawing, or oral presentation. Students collaborate in groups as well as individually, role play, share to teach each other, and utilize tools such as power point presentations. Graphic organizers, Venn diagrams, flip books, outlining, peer evaluation, self-evaluation, portfolios, and note-taking are also instructional methods used. Lab investigations are conducted at all levels in science. Eighth Graders learn the fine points of debate in two-on-two affirmative/negative contests.

Technology is an integral part of instruction at all levels. The library and each classroom have computers for student use in addition to a recently updated computer lab where students receive weekly instruction. Other technologies are used by teachers which include LCD projectors, DVD and VHS players, cassettes, cable television, United Streaming, and Cultural Portal. The Middle School science program has an additional technological component, ELMO, a digital visual presenter.

Students with special needs are assisted by receiving accommodations which include preferential seating and modified assignments. The DRPD provides differentiation suggestions to classroom teachers based upon an individual educational plan developed from diagnostic testing, standardized test scores, teacher input, and classroom performance level. Said students receive targeted regular individual assistance from the Resource Director and an Instructional Aide.

## **5. Professional Development:**

Continuous growth is as important for teachers as it is for students entrusted to them. The professional development program at Our Lady of Mount Carmel seeks to encourage this continuous growth and to supply the means to achieve it.

The DRPD surveys teachers annually to determine areas of focus and need. During the school year there are monthly offerings of video presentations on a variety of best practice topics. Periodically, invited presenters share their professional expertise on a variety of topics and faculty members share information from workshops that they have attended. Teachers at Our Lady of Mount Carmel participate in development offerings through the Newport News Public Schools, published workshops, and college classes sponsored by the local public television station.

A cornerstone of the new teacher development program is the mentor program for all teachers new to the school and the teaching profession. These new professional educators are paired with master teachers who observe them five times per year and deliver assistance as needed. Quarterly meetings are held for new teachers to address areas of common concern and mid year interviews determine outstanding needs and a path to meet them. The DRPD assists teachers with recertification matters.

The school maintains a professional library for teachers and encourages them to use this for their professional growth. The DRPD maintains a bulletin board to share recent topical areas of interest and to use in the teacher's professional growth. Development opportunities are encouraged and teachers are rewarded with professional recertification credits.

Weekly grade level meetings and common curriculum sharing sessions offer opportunity to grow. Teachers benefit by on-site technology training and must meet state requirements for competence in technology. As a result of this training, teachers are expected to teach computer classes, present power point lessons, and to assign lessons which involve student use of internet sources. The monthly faculty meetings are professional development opportunities as well.

## **6. School Leadership:**

The success of a school depends in large measure upon the leadership provided by the Principal of a school. In the case of Our Lady of Mount Carmel School it also depends upon leadership provided by the Vice Principal, Director of Resource and Professional Development, teachers, and other staff members who take on responsibilities beyond their classroom duties. Additional leadership is provided by the School Board and the Home and School Executive Board. This multi-level system of leadership presents both challenges and benefits. This willingness of the Principal to share the leadership role creates an ownership among the stakeholders which facilitates the efforts to provide the best educational experience possible for all students.

All curricular activities are under the direction of the Principal. The Faculty handbook and the Parent-Student Handbook are the Principal's means to clarify and explain the importance of the curriculum. The evaluation system in which the Principal and Vice Principal are the evaluators is strengthened by the mentor program which employs master teachers to guide teachers both new to teaching and to the school. The mentor program is administered by the DRPD who meets with the Principal weekly to discuss the program components' effectiveness and address student academic concerns. The Principal also meets individually with the Vice Principal weekly and with both administrators together once a week to enhance leadership communication. The focus is on enhancing teacher and student performance. The Vice Principal meets with the Middle School team in its weekly meeting during which curricular matters are discussed. The DRPD attends elementary grade level meetings periodically as well as participates in the Middle School meetings. Each such meeting is reported in writing to the Principal, thereby keeping her informed of curricular progress and concerns as well as of student successes.

## PART VI - PRIVATE SCHOOL ADDENDUM

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1. Private school association: Catholic
2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes X No
3. What are the 2007-2008 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$3699</u> K	<u>\$3699</u> 1st	<u>\$3699</u> 2nd	<u>\$3699</u> 3rd	<u>\$3699</u> 4th	<u>\$3699</u> 5th
<u>\$3699</u> 6th	<u>\$3699</u> 7th	<u>\$3699</u> 8th	<u>\$0</u> 9th	<u>\$0</u> 10th	<u>\$0</u> 11th
<u>\$0</u> 12th	<u>\$2781</u> Other				

4. What is the educational cost per student? \$ 5197 (School budget divided by enrollment)
5. What is the average financial aid per student? \$ 1733
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?  
5 %
7. What percentage of the student body receives scholarship assistance, including tuition reduction?  
15 %



## PART VII - ASSESSMENT RESULTS

### ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Subject: Mathematics

Grade: 1 Test: Terra Nova Achievement Test

Edition/Publication Year: The Second Edition Publisher: CTB/McGraw Hill

Scores are reported here as: NCEs

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Apr	Mar	Apr	Apr	Mar
<b>SCHOOL SCORES</b>					
Average Score	84	89	86	85	75
Number of students tested	49	55	43	56	72
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Subject: Reading

Grade: 1 Test: Terra Nova Achievement Test

Edition/Publication Year: The Second Edition Publisher: CTB/McGraw Hill

Scores are reported here as: NCEs

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Apr	Mar	Apr	Apr	Mar
<b>SCHOOL SCORES</b>					
Average Score	80	86	84	83	79
Number of students tested	49	55	43	56	73
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Subject: Mathematics

Grade: 2 Test: Terra Nova Achievement Test

Edition/Publication Year: The Second Edition Publisher: CTB/McGraw Hill

Scores are reported here as: NCEs

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Apr	Mar	Apr	Apr	Mar
<b>SCHOOL SCORES</b>					
Average Score	77	81	73	83	75
Number of students tested	54	46	54	72	77
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					
If the reports use scaled scores, provide the national mean score and standard deviation for the test.					
	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Subject: Reading

Grade: 2 Test: Terra Nova Achievement Test

Edition/Publication Year: The Second Edition Publisher: CTB/McGraw Hill

Scores are reported here as: NCEs

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Apr	Mar	Apr	Apr	Mar
<b>SCHOOL SCORES</b>					
Average Score	74	82	73	82	79
Number of students tested	54	46	53	72	76
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					
If the reports use scaled scores, provide the national mean score and standard deviation for the test.					
	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Subject: Mathematics

Grade: 3 Test: Terra Nova Achievement Test

Edition/Publication Year: The Second Edition Publisher: CTB/McGraw Hill

Scores are reported here as: NCEs

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Apr	Mar	Apr	Apr	Mar
<b>SCHOOL SCORES</b>					
Average Score	78	83	75	71	68
Number of students tested	45	56	67	69	74
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					
If the reports use scaled scores, provide the national mean score and standard deviation for the test.					
	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Subject: Reading

Grade: 3 Test: Terra Nova Achievement Test

Edition/Publication Year: The Second Edition Publisher: CTB/McGraw Hill

Scores are reported here as: NCEs

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Apr	Mar	Apr	Apr	Mar
<b>SCHOOL SCORES</b>					
Average Score	76	80	81	75	73
Number of students tested	45	56	67	69	74
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					
If the reports use scaled scores, provide the national mean score and standard deviation for the test.					
	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Subject: Mathematics

Grade: 4 Test: Terra Nova Achievement Test

Edition/Publication Year: The Second Edition Publisher: CTB/McGraw Hill

Scores are reported here as: NCEs

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Apr	Mar	Apr	Apr	Mar
<b>SCHOOL SCORES</b>					
Average Score	85	81	81	78	70
Number of students tested	54	66	74	71	45
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					
If the reports use scaled scores, provide the national mean score and standard deviation for the test.					
	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Subject: Reading

Grade: 4 Test: Terra Nova Achievement Test

Edition/Publication Year: The Second Edition Publisher: CTB/McGraw Hill

Scores are reported here as: NCEs

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Apr	Mar	Apr	Apr	Mar
<b>SCHOOL SCORES</b>					
Average Score	81	79	78	79	80
Number of students tested	54	66	74	71	45
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					
If the reports use scaled scores, provide the national mean score and standard deviation for the test.					
	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:



Subject: Mathematics

Grade: 5 Test: Terra Nova Achievement Test

Edition/Publication Year: The Second Edition Publisher: CTB/McGraw Hill

Scores are reported here as: NCEs

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Apr	Mar	Apr	Apr	Mar
<b>SCHOOL SCORES</b>					
Average Score	81	81	79	83	75
Number of students tested	66	70	69	41	62
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					
If the reports use scaled scores, provide the national mean score and standard deviation for the test.					
	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Subject: Reading

Grade: 5 Test: Terra Nova Achievement Test

Edition/Publication Year: The Second Edition Publisher: CTB/McGraw Hill

Scores are reported here as: NCEs

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Apr	Mar	Apr	Apr	Mar
<b>SCHOOL SCORES</b>					
Average Score	81	79	84	88	75
Number of students tested	66	70	69	41	62
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					
If the reports use scaled scores, provide the national mean score and standard deviation for the test.					
	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Subject: Mathematics

Grade: 6 Test: Terra Nova Achievement Test

Edition/Publication Year: The Second Edition Publisher: CTB/McGraw Hill

Scores are reported here as: NCEs

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Apr	Mar	Apr	Apr	Mar
<b>SCHOOL SCORES</b>					
Average Score	84	86	84	81	86
Number of students tested	71	72	45	58	56
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Subject: Reading

Grade: 6 Test: Terra Nova Achievement Test

Edition/Publication Year: The Second Edition Publisher: CTB/McGraw Hill

Scores are reported here as: NCEs

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Apr	Mar	Apr	Apr	Mar
<b>SCHOOL SCORES</b>					
Average Score	78	81	80	75	80
Number of students tested	71	72	45	58	56
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Subject: Mathematics

Grade: 7 Test: Terra Nova Achievement Test

Edition/Publication Year: The Second Edition Publisher: CTB/McGraw Hill

Scores are reported here as: NCEs

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Apr	Mar	Apr	Apr	Mar
<b>SCHOOL SCORES</b>					
Average Score	81	87	78	81	81
Number of students tested	63	43	55	47	58
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					
If the reports use scaled scores, provide the national mean score and standard deviation for the test.					
	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Subject: Reading

Grade: 7 Test: Terra Nova Achievement Test

Edition/Publication Year: The Second Edition Publisher: CTB/McGraw Hill

Scores are reported here as: NCEs

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Apr	Mar	Apr	Apr	Mar
<b>SCHOOL SCORES</b>					
Average Score	81	81	78	81	81
Number of students tested	62	43	55	47	58
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Special Education(specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					
If the reports use scaled scores, provide the national mean score and standard deviation for the test.					
	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

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